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ABSTRACT

Title I (Elementary and Secondary Education Act) programs for the children of migratory farm laborers in the State of Washington are discussed in this 1968-69 annual report. The introduction states the 9 general objectives of the Washington State Plan for Migrant Education, which served 4,460 children in the regular-term program and 2,362 children in the summer-term program. Sections are presented on exemplary projects, student grade placement, teacher-pupil ratios, interrelationship with the regular Title I program, coordination with other programs, inservice training, non-public-school participation, dissemination of program materials, community involvement, program effectiveness, special areas, construction of units and equipment purchase, supportive services, staff utilization, new programs, and program critique. Suggestions for improvement include more involvement of parents and adults in the program planning and better recruitment efforts of older children for the program. Related documents are RC 003 180 and RC 005 145. (AN)

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E V A L U A T I O N

Washington State Migrant Programs

Implemented Under Title I, Public Law 89-750

1968-69

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I N T R O D U C T I O N

Educational programs for the children of migratory farm laborers in Washington State are truly enriched through the implementation of Title I, ESEA, Migrant funds. Migrant children who are enrolled in "regular term" programs receive the basic educational benefits open to all children. Also, most of these children participate in special programs provided through regular Title I and other compensatory education funds. Needs still existing are then met through the activities carried out with Title I Migrant monies and programming. Summer projects for migratory children are supported almost entirely by Title I, ESEA, Migrant funds.

Compensatory educational programs for migrant children encompass a whole range of concerns including special staff training and recruitment, child recruitment and attendance, specialized and individualized academic programming, activities that compensate and enrich, home and family involvement, and community awareness and appreciation.

The general objectives of the Washington State Plan for Migrant Education are:

1. To provide special compensatory programs for children of migrant farm laborers who attend school either on a part-time or full-time basis. Such programs are to compensate for academic, health, social, and/or physical deficiencies caused by the cultural differences and migratory habits of these families. These special programs are to raise each child academically, physically, and socially to a level of opportunity for life at least equal to that of the average of all other citizens.

2. Provide teacher training through inservice, extension courses, and summer institutes. Such teacher training will sensitize regular teachers to the specific needs of migrant children who may belong to the various ethnic groups, and shall include training in using effective methods of instruction, acquaintance with materials, and the use of equipment that supports good teaching procedures.

3. Teacher-aide training that is carried out in workshops, extension programs, and through consultant services. Such training prepares teacher aides, selected for the most part from the ethnic groups being served, to effectively assist the teachers in special programs.

4. The provision of support service such as health, nutrition, transportation, guidance, and counseling.

5. The coordination of the various agency and community services available to migrant children and their families.

6. Preparation of special curriculum materials, to be used with special classes of migrant children.

7. The distribution of curriculum materials such as films, film strip, realia, tapes, and technical services.

8. Research into new methods and approaches to migrant education.

9. Evaluation of programs and dissemination of information regarding program.

Local education agencies plan programs for migrant children which meet the particular needs of the children while they are in that community. Because of the nature of the crops that are indigenous to the particular parts of the state, programs, by necessity, are different to suit the children of the migrants who work in these various crops. The programs are made flexible so as to as nearly as possible meet the needs at the time of year and the time of day most suitable to the children. Training for the staff members who implement these programs is generally provided for through the migrant education centers and/or the colleges.

Because of these special programs, we have come a long way toward the ultimate goal of seeing every one of these migrant children able to live out a life of worthiness and content. Where once we could do little more than seat the child in an already-filled classroom and hope that he would catch something from what was happening in the program in progress, we have come to a place and time where migrant children who attend our schools receive much more than the average of individualized attention to their particular needs. Public Law 89-10, as amended by Public Law 89-750, <u>is</u> making a difference for migrant children.

I. EXEMPLARY PROJECTS

A. Yakima, Regular Term:

1. Teachers as home visitors and counselors --

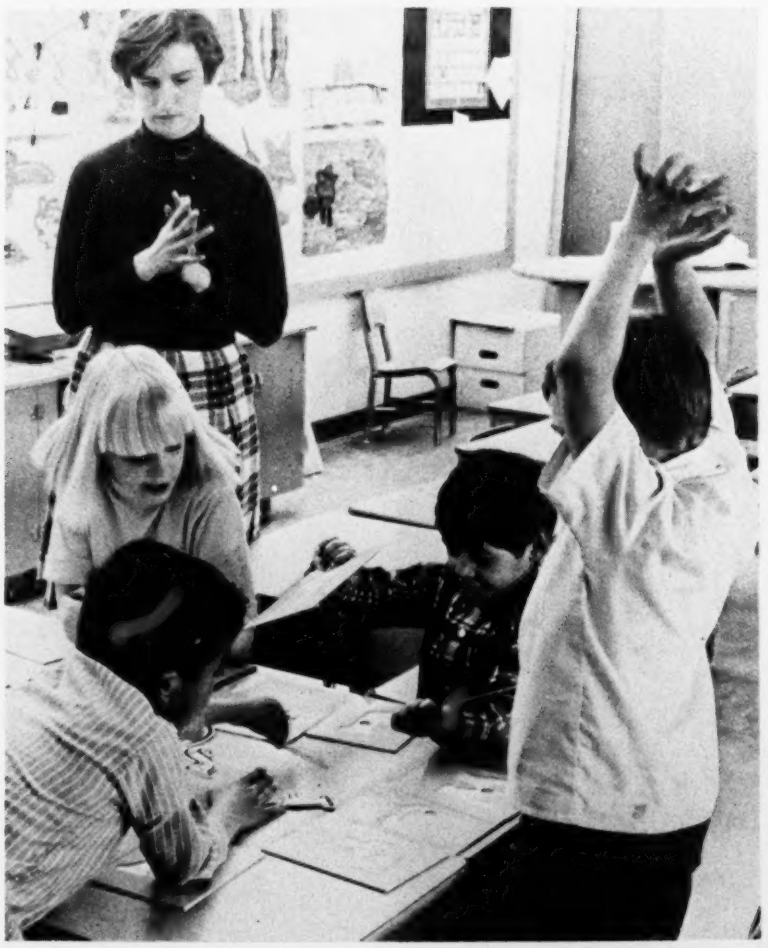
Selected because: This program provides an example of close home-school relationship actually involving the teachers and counselors in creating the positive attitudes and understandings as opposed to the usual kind of contact only after trouble has started or failure is recognized.

2. Pre-vocational work-study program in high school --

Selected because: This program is almost unique in the State. High school students participating in the pre-vocational program learned attitudes, work habits, and skills, and were helped to find steady employment at the end of high school.

B. Quincy, Regular Term:

High school students with poor scholastic records were paid small hourly sums



to assist teachers at the primary level in the elementary schools.

Selected because: A very successful experience for these boys and girls. The high school youths gained enthusiasm, improved scholastic records, and were able to assist teachers who were nonbilingual in communicating with and instructing Spanish-speaking migrant children.

C. Center for the Study of Migrant and Indian Education, located at Toppenish, Washington, and implemented through Central Washington State College:

Selected because: The Center is located in the heart of the agricultural area of the State, where some communities are composed of a majority of Mexican-Americans and American Indians, with the minority residents being the Anglos. The Center cuts across district services in teacher and aide training, materials development, study and research. Other action programs include the examination and introduction of new teaching materials and knowledge, and the provision of facilities where many groups interested in migrant people can meet, exchange ideas, plan, teach, and learn.

D. Migrant Materials Center, located at Moses Lake, and implemented through a two-county Intermediate District Office at Ephrata:

Selected because: This Center was established through the joint efforts and planning of the Association of School Superintendents in the two-county area. This group comprises the advisory board for the Center, and determines its activities which will best serve the migrant children attending the schools they administer.

E. Language games in 26 schools in Yakima Valley:

Selected because of the following objectives of the program:

To provide schools with a language program that would --

1. Supplement their present instructional methods,

2. Allow a child to view language as a pleasant activity,

3. Allow a child to use language as a profitable tool to explore and control his environment; e.g., to satisfy his curiosity, make known his wants, to solve problems, and develop language-based conceptual hierarchies, and

4. Allow a child to acquire a learning set and skills which will enable him to extend his language acquisition skills into his environment, outside of the specific learning situation.

F. Moses Lake Bilingual Program:

Selected because one teacher was able to demonstrate successful growth with a total of 76 children who were involved in the bilingual program this past year, with the daily load ranging from 30 during the winter months to 50 in the fall and spring. Five elementary schools and one junior high school were included in the schedule. The children were taken apart from their classroom either individually or in groups of up to six in number. The sessions were twenty to thirty minutes in

length, on a daily basis. Eight children were seen on alternate days for part of the year.

Objectives

1. To increase the child's listening comprehension of English.
2. To develop the child's active and passive English vocabulary.
3. To develop the child's control of English sentence patterns.
4. To encourage the child's language development in Spanish as well as in English.
5. To increase the child's ability to read English.
6. To increase the child's confidence and participation in group activities.

Screening

At the beginning of the year classroom teachers filled out referral forms on children in their room who would benefit by being in the bilingual program. The bilingual teacher tested each child individually. The schedule which was then set up gave priority to non-English speakers. Some of those children who were not included in the fall were taken when the load was lighter in the winter.

Number of weeks in program	Number of children
2	7
5	6
6 to 9	15
11 to 14	17
15 to 18	6
20 to 27	14
30 to 33	11

Range in grade level of children taught:

Grade	Number of children
K	35
1	22
2	5
4	3
5	4
6	3
7	3
8	1

The problems encountered were distributed as follows:

Speak little or no English	45 children
Bilingual but with limited vocabulary	25 children
Non-reader in English (4th grade on up)	6 children

Treatment

1. Materials used:

Peabody Language Development Kits (levels 1 and 2)
Language Lotto (6 games)
Introducing English by Louise Lancaster (an oral pre-reading program for Spanish-speaking primary pupils)
What's Missing picture cards
Toys, objects, and teacher-made materials
8mm cartridge films
Listening, Looking, and Feeling----sound filmstrip set by Bailey Films (2)
Aesop Fables-----sound filmstrips by WASP
Sound filmstrip programs by Guidance Associates: "Look About You" and "Listen, There are Sounds Around You"
Sullivan Programmed Reading Series I and II

2. Procedure:

Children speaking little or no English were first taught simple sentence patterns which were practiced in drills and games. New vocabulary was taught using these sentence patterns. After the children learned the names of objects, they were taught to tell something about them, the use of various household items, for example. Language Lotto games were employed to teach objects, actions, compound sentences and prepositions.

Puppets were used for learning dialogues and for a version of "Simon Says" in which the parts of the body were taught. Other games which required following directions were also played.

Simple stories were told first in Spanish, then in English. The children retold them in Spanish, then were taught the English. Cartridge films also provided for storytelling and vocabulary learning. First the whole group learned to tell the story together, then individuals volunteered.

Special help was given to Kindergarteners who could not understand in English how to do their class work. The children were given the directions first in Spanish until they understood the procedures.

As the children understood more English, more difficult sound filmstrip stories were presented. With those children classified as bilingual but having a limited vocabulary, the emphasis was on developing the ability to describe

and events. "I Wonder" pictures from the Peabody Kit were excellent tools for encouraging discussion, as the children had to tell what they saw, what they thought had happened, and what was going to happen next. Also emphasized were language games involving the use of opposites, classifying, finishing sentences, and reasoning.

The children were encouraged to tell about their interests and experiences or show and talk about something they brought with them, such as a small toy. New clothes and attempts at neat appearance were complimented.

The shy child was not pushed to speak, but each contribution was praised. Many of the games gave the shy child an opportunity to "win." A response was often rewarded by the child's being given the picture card to hold. The children got practice in counting aloud as they counted the picture cards they had received.

Spanish was used in introducing new vocabulary and sentence patterns, to ensure comprehension. The children were not prohibited from speaking Spanish in the group session. When they could not express themselves in English, they said it in Spanish and were then taught the English. The teacher tried to impress on them the value of knowing both languages.

Six children of fourth grade level and higher were given both oral language training and a reading program. The Sullivan reading books provided for teaching a great deal of vocabulary plus work in phonics, spelling and sentence writing. The picture cards from the Peabody and Introducing English sets proved very useful in teaching the older students.

G. North Franklin (Mesa)

Migrant children were provided with funds and equipment in order to be able to take part in the district conservation camp. Much work had to be done with the

parents in order to convince them that it was all right for their children to be gone from home for a week. This was cited because it was an experience that none of the children had ever had and proved very beneficial as far as motivation to take part in school activities went.

H. Conway:

A bilingual program in a fifth-grade class where the teacher and Anglo students together are taught Spanish by the bilingual Mexican-American aides and children. The objectives are to raise the self-worth attitudes of the migrant children at the same time all children and teachers gain considerable knowledge about another culture and some bilingualism.

II. CHILDREN SERVED

A. Our estimates were met.

B. 4,460 children were served in the regular-term program, and 2,362 children were served in the summer-term program.

C. (See Attachment A)

III. GRADE PLACEMENT

Several methods were used in the placement of children in programs. The most common practice was that when the children came into the schools they were placed as closely as possible by the use of the record, if the record was brought with them. They were then placed with the bilingual teacher or aide for further determinations. As soon as the children were oriented to the new school, they were given some informal reading examinations--usually orally. Various tests were used to determine their level of progress--including Metropolitan Readiness Test, Stanford Achievement, The Word-Opposites Test No. 1, Dolch Basic Sight Work List, Phonics, etc. Children were placed in classes with children as nearly their own age level as possible, with special help given if they were far behind those with whom they were classed.

IV. TEACHER - PUPIL RATIO

A. Teacher-pupil ratio in the regular school term programs ranged from the tutorial situation of 1-1, for special periods of the day, to 1-12. Some teachers had as many as twenty or twenty-five in their classes. They each, however, always had at least one teacher aide working with them. During the summer programs, the ratio was much better. It was never more than 1-11. The majority of the programs were at 1-7 or fewer.

B. Various curriculum changes were made in individual programs. The majority of the schools used small group instruction with a teacher or teacher aide during a special period of the day for catchup and remedial work.

Some of the schools used what they termed "junior primaries." This was a class in which very young students who were not able to fit into a regular classroom were placed to receive special training in small groups until they were able to go into regular classrooms. Some schools used high school students as aides part of the day. Others used a team-teacher approach for special teaching techniques. All schools supplied the special teaching areas in the school with special materials for small group instruction.

V. INTER-RELATIONSHIP WITH THE REGULAR TITLE I PROGRAM

A. The majority of the schools implementing migrant programs used the teacher aides cooperatively. They also share the counselors, coordinators, home visitors, remedial people, materials, special lunch programs, library materials, enrichment field trips, and equipment. As a matter of fact, migrant children, in almost every instance, receive the benefits of Title I regular funds as well as migrant funds. The philosophy

is that the regular school program funds are expended for the benefit of all children enrolled. Title I funds meet additional special needs, and migrant funds are expended for still unmet needs of migrant children.

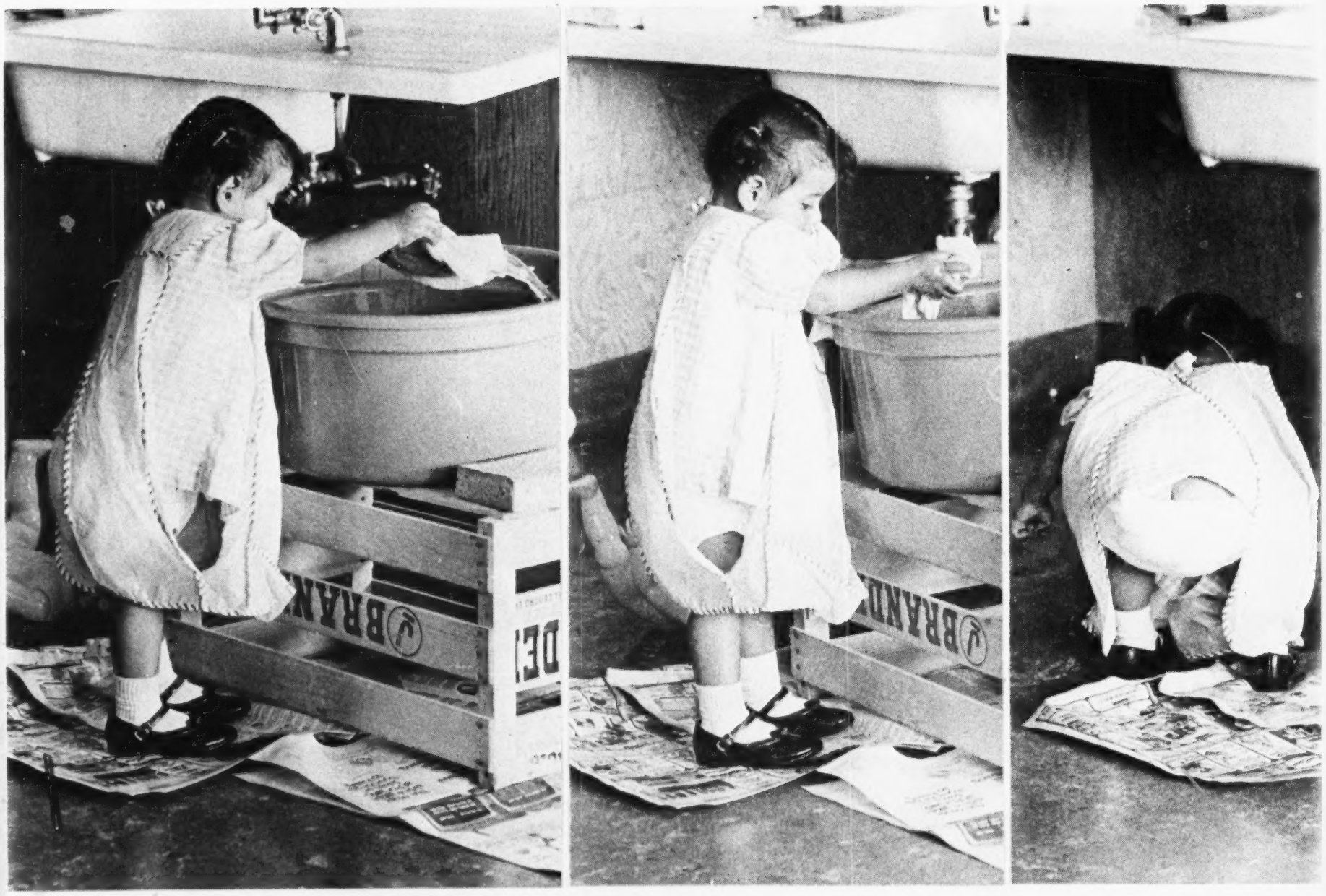
B. The State has made arrangements for a staff of curriculum experts to work through the Center at Toppenish with teacher aides and other personnel. This program is implemented through Central Washington State College as well as an intermediate school district for training of teachers and teacher aides for migrant programs. Through these agencies in the areas where the majority of the migrant children live, training is made available to virtually every teacher and teacher aide needing training. The training is available at the time the school requests it whenever possible.

The 1969 Title I migrant programs provided two teacher workshops at Eastern Washington State College and one teacher workshop at Central Washington State College through the Center for the Study of Migrant and Indian Education at Toppenish. Many aide-training workshops were held by the Center at Toppenish and Intermediate District Center at Moses Lake (Intermediate District #104).

VI. COORDINATION WITH OTHER PROGRAMS

A. Typical of other agencies that serve the migrant population in our state programs are: Department of Public Assistance, CAMP programs, Public Health, the Community Center, the Department of Employment Security, Good Will, Salvation Army, Day Care, and Head Start. Coordination has been good with the facilities of the Center for the Study of Migrant and Indian Education through Central Washington State College. In West Valley, state disadvantaged funds were cooperatively used. In Omak, the State Health Department was tied in to the migrant program this year, as well as having coordination with the local Food Stamp program. In Granger, the migrant program was closely coordinated with the day-care program, the CAP assistance program, and the Adult Education Program. In the Toppenish schools, coordination was maintained with the 874 federal program, the NDEA Title II, the Johnson-O'Malley Indian Program, and the

State Vocational Programs, as well as the state program for disadvantaged children. In various districts, the Lions Club helped the programs by supplying glasses for children needing them; the Kiwanis Club helped provide clothing and dental care. In at least one district, the Red Cross provided swimming instructors for the migrant children's program during the summer. In another community, the Extension Office from the State Department of Agriculture provided assistance. The church groups, such as the United Council of Church Women and Sisters of the Catholic Schools, participated. In almost every district program, the Intermediate County Offices coordinated migrant programs with their other programs. Many local recreation departments provided either facilities or help with recreation programs.



B. Effort has been made in every one of the projects to coordinate with other existing programs. Dependent upon the skills and resources of the directors of the project, this was successful. For example, at Yakima, considerable effort was made to coordinate programs through frequent meetings, conferences, and consultations, and the efforts have been especially gratifying there, through good leadership. Typical of the kind of cooperation is that found in Wapato where the CAP helped recruit and locate children for the programs. The Head Start Program was closely coordinated with the migrant program, and the County Health Services were used extensively. In Quincy, the Title I and other programs such as the Day Care run by OEO shared instructional materials and centers. In many communities civic

groups and agencies were represented on the advisory committee so that all the programs benefiting migrant people could be tied together. In the Indian communities, programs such as MORE and PACE were coordinated with the migrant programs. Skagit County, the County Extension Service and the Skagit County Migrant Center, as well as the Skagit Valley College, coordinated programs with the migrant programs.

C. The bulk of the coordination with other programs could be definitely identified with the Head Start programs over the state. Many of these have shared staff, services, and facilities. Home visitors and volunteers were shared. Some of the projects used one home visitor to recruit for both the adult program and the migrant school program sharing the costs. A typical example of coordination is at Grandview where Head Start and adult basic

education utilized the same people in recruiting and home visiting. It has been found that the pre-school and adult education programs must be tied quite closely with the ongoing school program so that schedules can be conveniently arranged, transportation can be provided for, and children brought into programs when it is convenient for parents to get them there, or to have them out of the home.

D. Gaps remaining in the services to migrant children are largely on the pre-school level and secondary school level. Types of services missing at the pre-school level include day

care, infant care, medical and clinical help, and school readiness activities. At the secondary level where costs are high, children drop out for economic reasons. Programs should allow for staffing and flexible scheduling. Stipends for students are needed. These are programs which the State cannot support at the present funding levels, and programs which are not available for these kinds of "extra" projects. The Title I Migrant funds are being concentrated at the most needed levels--kindergarten and primary--leaving a need for such specialists as more counselors, speech therapists, skilled teachers, and nursing personnel. Individual program directors have stressed a need for more follow-up med-

ical funds, adult pre-school programs, high school programs, programs for outside of school for adults and secondary school age levels. Also, more programs are needed that reach the true migrants in summer, which would allow them to continue to work. More parental participation is also a recognized need. The State Advisory Committee for Migrant Education has recommended a continued emphasis at the pre-school and primary levels with "pilot" projects at higher levels within the present available funding.

VII. INSERVICE TRAINING

A. The types of programs conducted in pre-service, inservice, and post-service staff training included: Pre-service workshops for teachers and aides prior to the summer programs; teacher-aide training prior to the regular term programs, or during the early part of these programs; and summer institutes for approximately 100 teachers who would be teaching migrant children during the regular school term. These institutes provided pre-service training for teachers new to programs; inservice for those more experienced in the program; and, in a few cases, post-training for teachers who went into some other areas of disadvantaged work. The Center for the Study of Migrant and Indian Education trained 69 teachers and their aides during the summer months, while Eastern Washington State College trained 50 teachers during the summer.

B. The degree of interstate planning involved in teacher training was very little. However, a summer conference held for two days did include out-of-state program directors.

Two teachers from Texas were involved in every summer program during their eight-weeks stay in the State. The Texas teachers were very valuable consultants to the institutes and workshops, as well as to the individuals in our programs. They provided a good deal of in-service training to teachers and teacher aides while they were in the State.

C. The instructional staff did receive training in supplemental curriculum materials and equipment. Virtually every teacher aide received instruction in basic language development skills, and in how to operate all types of audio-visual equipment--including the video-tape recorder. They learned how to make materials and to prepare other materials on various pieces of duplicating machinery. They learned to operate equipment including slides and tape projectors, the 16mm projector, overhead projectors, tape recorders, phonographs, listening stations, language masters, and various pieces of reading-instruction equipment.

D. One of the objectives of the Centers established at Moses Lake and Toppenish has been to become familiar with, circulate, and make available to all teachers and program directors materials that have been prepared in this and other states. The volume of materials is increasing very rapidly, as we near the mid-part of this term. We participate each summer in the interstate teacher exchange program implemented by Texas. One teacher from California participated in a teacher institute. We sent one teacher to the Oregon program. The directors of the Arizona program visited the State of Washington and toured its facilities and programs for one week. The Director of the Washington program attended the State Conference for Migrant Teachers and Directors in Oregon, and visited programs in California.

There are only two districts in the State that have migrant programs, and which also have participation from parochial schools. Several districts do have parochial schools, but have not had any participation in response to an invitation by the district to participate. Facilities provided for migrant children in the public schools are also provided in the parochial schools that participate. In Sunnyside, where the parochial school was part of the program, teacher aides were provided to assist the teachers in the parochial school.

VIII. NON-PUBLIC SCHOOL PARTICIPATION

At Omak, a specialist in reading was provided for the Catholic Indian School to work with the migrant children.

IX. DISSEMINATION

Across the state, dissemination activities were undertaken to reach these three objectives:

1. To provide program directors and school officials with the information necessary for administrative implementation of migrant education programs;

2. To extend to instructional and program development personnel needed information for increased effectiveness of educational activities; and

3. To develop community support of and involvement in migrant education programs.

In addition, some of these activities supported program evaluation efforts because of the kind and amount of information gathered for dissemination purposes.

Four kinds of agencies participated in dissemination activities: Local school districts utilized personal contact techniques with meetings and demonstration programs for staffs, school boards, advisory committees, local service and civic organizations, and with inter-district visitations and attendance at workshops and conferences. In most districts, newspaper, radio, and television outlets were used for information dissemination, and leaflets and bulletins were distributed to parents and school personnel. Video-tape presentations were offered to some local audiences, while illustrated lectures and automatic slide carrousel window displays for business windows highlighted dissemination efforts in at least three school districts. In several districts, program directors and federal program coordinators established and utilized effectively en-

ergetic and systematic patterns of personal contact with opinion leaders in both the resident communities and target population groups.

Intermediate school districts utilized more formalized techniques for dissemination and information. Regularly scheduled meetings for program directors and federal program coordinators and workshops and conferences for teachers and teacher aides were conducted throughout the year. Informational bulletins and, in at least one case, regular newsletters were distributed to local school personnel within intermediate districts. Consultant assistance also

was available for program development and evaluation. Regular visitations by intermediate district staff members contributed further to dissemination efforts, not only for informational purposes but for evaluation of program direction and content, as well.

The Center for the Study of Migrant and Indian Education (Supported with P.L. 89-10 funds distributed by the State Office of Public Instruction and administered by Central Washington State College) and the Moses Lake Instructional Materials Center (Supported jointly by the State Office with P.L. 89-10 funds and by Intermediate School District 104) played important roles in migrant program dissemination efforts.

The Centers served as repositories of curriculum materials and as clearing-houses for educational information. Both were widely used by local districts, particularly in the Columbia Basin and the Yakima Valley. Staff members of both Centers functioned effectively as trainers of migrant program personnel in workshop and conference

situations and, at the Toppenish Center, in regular inservice sessions for teachers, aides, and administrators. In addition, the Toppenish Center offered an ambitious teacher-training experience to education students from Central Washington State College. Original or summarized educational guidelines and curriculum materials were published periodically by both Centers, and the Toppenish Center distributed widely its newsletter, IMPELL, and its CENTER LINES, a survey of instructional aids for teachers of migrant children.

Staff members also functioned as liaison personnel between local districts and other agencies and target population groups.

The Office of the State Superintendent of Public Instruction contributed to the statewide dissemination activities.

In addition to periodic program visitations by the migrant program supervisor and the informational consultant, formal contact was made with administrators and teachers by means of informational bulletins, conferences, and workshops. Interstate communication was enhanced by participation in national and regional conferences and by visitations to other states by the program supervisor. Out-of-state program visitation also occurred.

Four 16mm films, including one Spanish-language version, were distributed in multiple prints (23 total) for use by local school districts and other agencies. Increased use of newspaper space and television time statewide was noted, and inservice activities to stimulate further utilization of these resources were undertaken.

The state information consultant visited local school programs, taking pictures and gathering story material, consulting with teachers and administrators, conducting dissemination inservice programs for teachers, and offering formal presentations to civic and service organizations. Both the program director and the information consultant met frequently with opinion leaders from target populations and the resident communities, and considerable liaison activity was initiated between them and key staff members of other state and local agencies involved in migrant activities.

Program content information was exchanged between visiting Texas teachers and Arizona teachers during the summer programs, and much local district interchange was stimulated during summer institutes provided for Washington teachers of migrant children.

X. COMMUNITY INVOLVEMENT

A wide variety of activities involving people from the community were observed and reported in both the regular and summer schools. Virtually every program has utilized an advisory committee composed of people from various walks of life in the community and heavily manned

by people from the migrant community itself. These parents help in the planning of programs and in some instances follow through by volunteering or actually working in the programs. Other examples of participation of the community include programs in which children entertained the parents, high school students worked as tutors to the younger children, many parents were employed as aides in the program, parents served as chaperones for field trips, programs such as school carnivals, a camp-out, and special music and band activities. The latter were utilized for the purpose of acquainting all students in the school with the culture of the Mexican American. Many students volunteered from upper grades to help the teacher. Some of these older students put on native dances for the children to demonstrate the Mexican dances. The personnel from fire departments and police departments came into the school to demonstrate and perform for the children. In one school, the Future Teachers of America organization in the high school worked with the teachers in primary grades. In one district, the Lions Club furnished equipment for perceptual motor training which was so valuable to certain migrant children. Many of the parents showed artifacts from Mexico and art objects which were valuable in presenting fiestas and displays to further acquaint children from all walks of life with the Mexican-American culture. In one district, the Migrant-American families put on the Christmas program for the community. Migrant mothers served in some programs as group mothers. Boy Scouts, Campfire Girls, Forest Rangers, Fish and Wildlife personnel, and the State Patrol were utilized in many of the programs. During the summer time, Migrant Ministries was involved. In one district, the parents of the migrant children rotated in a program which included visitations to the school to have lunch with the children. In another program, the University of Washington students came out during the summer and worked with the migrant education program. In one community, Indian children demonstrated their dances and costumes for the migrant children.

XI. PROGRAM EFFECTIVENESS

In some instances, a poor choice was made for home visitors. These people were not able to get rapport with the migrant families as well as they should have, and thereby were not able to get parental involvement and participation that was desired. It is very important that people who are working between the school and the home have skills which make it possible for them to understand and develop the relationship that is so valuable in recruiting children to the school programs and making the parents feel welcome and accepted. More attention will be given to this in every program in the future to make certain that the home-school visitor is a person of highest ability available.

XII. SPECIAL AREAS

There were very few programs coordinated with the vocational education and handicapped programs. However, there were a few instances where there was some coordination. In Wapato, one month's work was carried out with the Intermediate District specialists in a special education program, and migrant teachers were involved in that program. In the Lake Chelan District, special education children were transported to Wenatchee to participate in that city's program. In Warden, there was a cooperative program with Moses Lake's special education program, and the County Speech Therapist was shared by these two districts. At Moses Lake the high school counselors were released to work with the older migrant children two days per week. They assisted in instructing about and reviewing possible vocations. These were all supplemental to the existing programs.

XIII. CONSTRUCTION - EQUIPMENT

Our State Plan did not include a request for construction, nor was there any carried out. However, we did include some relocatable units in the projects as it was necessary for districts that were faced with a sudden impact of migrant children to provide extra space. Also, it was necessary to expand the Center for the Study of Migrant and Indian Education at Toppenish with these units. In all instances, these relocatables were transported to the site and put on temporary foundations. They can be taken down and relocated if necessary. They are on a five-year lease-purchase agreement with the company from which they were procured.

These transportable classrooms being used by the school districts are used by the special teachers with small groups of children. The units are located adjacent to the regular school buildings and during the short periods of time in which the teachers are working with the small groups or individuals, the children leave the regular classrooms and come into the extra units.

The equipment that has been purchased for these programs has been pretty well listed elsewhere in this report. A great deal of use of the television camera and recording equipment has been made by school districts this past year. We have used

this equipment in both the instruction and training of teachers and aides, and in the instruction of children. Teachers are able to evaluate themselves by viewing lessons recorded by the camera and improve their methods and effectiveness. Teachers use the equipment with children to give them experience in performing before a camera and in allowing them to evaluate and criticize themselves for improvement.

The Language Masters and similar equipment is used extensively throughout the program to teach language. These are pieces of equipment which can be used by the individual child or by a small group of children. Record players and tape recorders are used in conjunction with listening centers where six to eight headphones are attached to the sound equipment. Children may visit the centers as individuals or as small groups to carry out the lessons that are pre-recorded for them, or just to look. The tape equipment has also been used by some districts to report to their school boards, and the public in general, the programs that are being implemented in the district for migrant children.

XIV. SUPPORTIVE SERVICES

Early in the Spring of 1969, most of the districts received instructions for implementing the interstate record transfer system. They also received the forms and were launched into the process of completing these forms and supplying them to the children as they left their districts and moved about. This program is being continued and stepped up to insure that every migrant child is properly recorded so far as his academic record and his health services are concerned. The entire state program will be tied in with the Arkansas Computor Center by the fall of 1970. The state terminal is presently located at Othello.

XV. PROGRAM INTEGRATION

In the great majority of programs we have implemented, in addition to the migrant teacher aides right in the regular classroom with the teacher of migrant children, there have been specialists provided in small group instruction areas for the children during each day. The method was to take an individual or a group of two, three, or four pupils out of the regular class to work with the specialist and another aide during a certain time every day. They were given enrichment programs which would support them in their regular classroom program. This was provided by the specialist after consulting with the classroom teacher about the greatest needs of the children. In some instances parents volunteered to come into the classroom and work with small groups of children with the aides, especially in language development.

XVI. STAFF UTILIZATION

A. Aides:

Aides were used in many and various ways. Most commonly, they were used as clerks in the preparation of materials or as tutors with one or two children under the teacher's supervision. Bilingual aides

assisted teachers in interpreting and in language development. They worked as visitors and teacher assistants by taking small groups of children to listen or tell stories. Some acted as confidents, music teachers, and language teachers.

An aide was used as a home visitor, as this report from the Toppenish School District quotes: "Our home visitor acts as a go-between for the school and Mexican-American community. He helps provide essential services to the families in need. He has arranged for medical and dental care, and provided eye glasses, lunches, clothing, and advice to those needing it. Our home visitor sells the school programs to the minority communities. He helps them realize the value of education and is instrumental in preventing many of them from dropping out of school, He informs the school when he feels changes should be made. He has contributed greatly to a better understanding of the migrant problems confronting the school community and has suggested and helped develop strategies and approaches to solving misunderstandings. This person is an inspiration and has the high esteem of both the Mexican-American and Anglo communities. He contributes greatly to our entire school program."

The evaluation report from the Warden School project described its bilingual-aide services as follows: "Prepared materials, made bulletin boards, typed correspondence and reports, made home visits, used Titemus Vision Tester machine to test all migrant students; chauffered

students to optometrists, translated school forms into Spanish, wrot. letters to parents, translated Spanish notes from home, assisted with checking papers, reported information on records, tutored individual students or small groups."

The many services provided by the aides have made it possible for teachers to give individual attention to migrant children as they need it.

B. Adults:

Some of the aides were adults, and many, many adults were used as resource people, as has been pointed out earlier in this report. These people usually were brought into the programs on special events days, field trips, or when some skill was needed to be taught--such as a dance or foreign language.

C. Volunteers:

Volunteers were often used in the programs to listen to the childen read, to read stories to children, or to tell stories. Some did some actual tutoring or acted as confidants to the children, and assisted the teacher in many other ways.

D. Professionals:

It is generally true, especially during the regular terms, that all of the professional specialists in the school's general program were also available to the migrant children. This included the music specialist, speech therapist, psychologist, the nurses, and, of course, the physical education instructors.

XVII. NEW PROGRAMS

Teacher Aide Training conducted through the Toppenish Center was a new program. See attachment No. 2.

Student Teaching in preparation to teach migrant and Indian children was a new program conducted by the Toppenish Center and the Central Washington State College. See attachment No. 3.

Language Games were new in the migrant schools this past year. They were introduced through the Toppenish Center. The Center also trained the aides and teachers in the use of these tools. See attachment 4 for evaluation report.

Publications for instruction and diffusion of information include these new materials:

IMPELL, a newsletter (eleven months)
Center-Lines, an abstract of pertinent ERIC materials
Instructional Materials Catalogues from each of the two Centers
Human Resource Directory, to help community and teachers find resource people for program use.
Artifacts of Mexico, a resource to be used by teachers and others in teaching about the Mexican Americans or Chicanos.

All of these programs are over and above the regular programs. Nowhere have migrant funds supplanted state and local funds.

XVIII. PROGRAM CRITIQUE

The evaluations by individuals, agencies, and advisory committees have resulted in several general conclusions regarding the present migrant programs:

1. The Centers' concept should be continued with the services being redirected toward more teacher and personnel training and less toward materials distribution.

2. More involvement of parents and adults in the program planning.

3. Better recruitment efforts in getting the older children into programs.

4. "Model" programs at the secondary level to lead the way in getting this age group to stay in school.

5. More involvement of the target group in the project approval process.

1. CONCENTRATION OF CHILDREN FROM MIGRANT FAMILIES

A Ex-migrants . . . . No. _____
District-wide Percentage _____%

B Average Number true migrants expected in next fiscal year _____ F.T.E._____

2. SOURCE OF DATA USED FOR DETERMINING THE NUMBER OF CHILDREN FROM MIGRANT FAMILIES IN ITEM 2D (X)

A ☐ U. S. CENSUS BUREAU
B ☐ AID FOR DEPENDENT CHILDREN
C ☐ FREE SCHOOL LUNCH
D ☐ SCHOOL SURVEY
E ☐ HEALTH SERVICES
F ☐ HOUSING STATISTICS
G ☐ EMPLOYMENT
H ☐ OTHER: * (Specify)

*Explanation of OTHER (above):

ATTACHMENT A